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When much work in translation is required, it is simply impossible to "treat it orally." Whatever *is* treated orally must be completely treated—and should lead to written work.

I think *Oral French* has enough material for two years' work at least. When it is completed, pupils have a good vocabulary and can use it in an animated way. I did think of adding "stories without questions," but most texts for reading have these. When any class is ready to graduate from *Oral French*, let it do so. When the wings can carry the birds, they fly—the earlier the better if the wings are strong enough to bear them up.

As to the "only grammatical topic treated"—the hard thing in French is the irregular verb. There *are* three conjugations in French—and irregular verbs. I tell my pupils at once that there *are* irregular verbs. I really *do* tell them the truth, but gradually, as they are able to bear it. May I say that by this method my beginners have at the end of their first year a very complete mastery of the French irregular verb, not excluding the dire subjunctive mood?

As to the vocabulary—your reviewer is very merciful; there are much worse things than he found, but I believe that they have all been changed for the second edition.

Your reviewer is right—it *is* hard to make a French-French vocabulary at once correct and simple. You see even two Frenchmen have found it so.

ANNA WOODS BALLARD

TEACHERS COLLEGE
February 25

A CORRECTION

To the Editor of the "School Review":

SIR: In my article on "The Second Year of a Modern Language," in the January number of the *School Review*, the peculiarity of the South German speech which makes *gehen* sound like *kehen* and *kehren* like *gehren* was erroneously described as "the tendency to make all stops into spirants and all spirants into stops" (p. 36, ll. 26, 27). The phrase should have been, "the failure to distinguish between voiced and voiceless stops."

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